

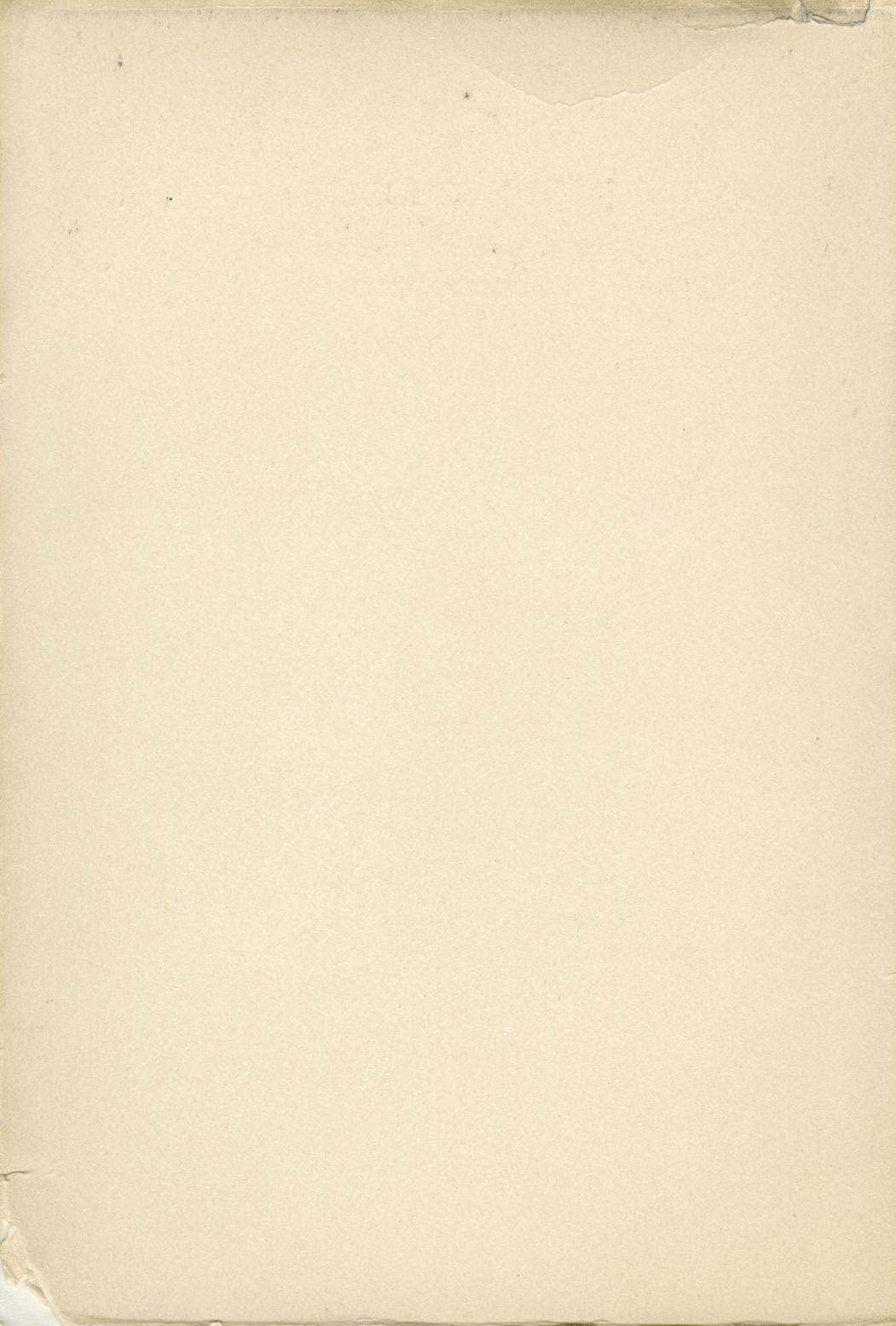
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THE SMEAD SCHOOL FOR GIRLS

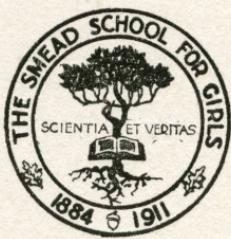
Established in 1884

Incorporated in 1911

School Place and Irving Street

Toledo, Ohio

Toledo. Smead School for Girls



Fortieth Year  
1924-1925



SCHOOL BUILDINGS

RESIDENCE

front

## INCORPORATORS

Noah H. Swayne	Emery D. Potter
Frank I. King	William J. Walding
Morrison W. Young	Herbert Baker

## BOARD OF TRUSTEES

1924-1927

Mrs. Noah H. Swayne	Mr. Emery D. Potter
Mrs. Mary E. Smead Marcy	Miss Caroline L. Smead
Mr. Morrison W. Young	Mrs. Morrison W. Young

1923-1926

Miss Rose Anderson	Miss Elsie Grace Anderson
Mr. Rufus H. Baker	Mr. Henry P. Dodge
Mr. Harold S. Reynolds	Mrs. Harold S. Reynolds
Mr. Thomas H. Tracy	

1922-1925

Mrs. J. H. Frambach	Mr. Gordon Mather
Mrs. H. J. Morgan	Miss Julia Norton
Mr. Alexander Smith	Mrs. Lyman Spitzer
Mr. Henry L. Thompson	

## OFFICERS

Mr. Harold S. Reynolds	President
Mrs. Noah H. Swayne	Vice-President
Miss Elsie Grace Anderson	Secretary
Miss Rose Anderson	Treasurer

## EXECUTIVE COMMITTEE

Mrs. Noah H. Swayne	Miss Rose Anderson
Miss Elsie Grace Anderson	Mr. Gordon Mather
Mr. Morrison W. Young	

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## THE SMEAD SCHOOL FOR GIRLS

### CALENDAR FOR 1924-1925

First Half-Year begins . . . . .	September 17, 1924
Christmas Vacation begins . . . . .	December 19, 1924
Christmas Vacation ends . . . . .	January 5, 1925
First Half-Year ends . . . . .	January 31, 1925
Second Half-Year begins . . . . .	February 2, 1925
Spring Vacation begins . . . . .	March 20, 1925
Spring Vacation ends . . . . .	March 29, 1925
Second Half-Year ends . . . . .	June 4, 1925

### COLLEGE PREPARATORY

Practice Examinations begin . . . . .	June 8, 1925
Practice Examinations end . . . . .	June 12, 1925

### COLLEGE ENTRANCE EXAMINATION BOARD

Examinations begin . . . . .	June 15, 1925
Examinations end . . . . .	June 19, 1925

The Holidays are: Thanksgiving and the day following; two weeks at Christmas; ten days in the Spring; Founder's Day; Decoration Day.

## THE SMEAD SCHOOL FOR GIRLS

The Smead School for Girls will open its fortieth year in Toledo on Wednesday, September 17, 1924. The school was originally established in Batavia, N. Y., under the name of the Mrs. William G. Bryan's Seminary for Young Ladies. In 1879 the Misses Smead, assumed control, and in 1884 moved the school to Toledo, the name of the school being changed to The Smead School for Girls. Three years were spent in lower town, at Hough Place and Osborne House. In 1887 the school was moved to its present location, a handsomely built residence, the old Judge Fitch home, which is one of the landmarks of Toledo. A separate building for school purposes was built on Irving Street.

History

Upon the retirement of the Misses Smead, in 1911, the school was incorporated as an "educational institution not for profit." This was made possible through the generosity of Mr. and Mrs. Noah H. Swayne, whose deep interest in education in general and in this school in particular, led them to purchase the property and to give it, unconditionally, to the school, so that its entire income might be devoted to maintenance and upbuilding. Alumnae and friends have contributed toward an endowment fund to further the purposes of the school.

At the time of this splendid gift, the Misses Anderson, who had been teachers in the school for a number of years, assumed direction, perfecting an organization which made the Smead School for Girls a permanent institution to carry on the name, the work and the purpose of its founders. Their aim is to keep the school in line with educational progress.

Gifts

The Smead School has been in recent years the recipient of other generous gifts. Mrs. Noah H. Swayne gave a sum of money for the reference library in American history, and Mrs. W. W. Edwards for the reference library in ancient history.

The Smead School Association began the equipment of a science laboratory. The teacher's desk, students' tables, and cases for apparatus were the gift of Miss Mary M. Stevens of Detroit. Since then many pieces of apparatus have been added by the Association and the Physics classes. A balaoptic was given for use in history, geography, and science. Miss Olive A. Colton has loaned to the school her entire collection of slides on various historical subjects.

Mrs. Noah H. Swayne gave five hundred dollars for a cement tennis court and various out-door games, and later added another five hundred with which to continue facilities for out-door sports.

#### *Location*

The school property is situated in one of the finest residence sections in Toledo. It is but one block from one of the main thoroughfares, yet rests in an atmosphere of quiet and seclusion.

#### *Buildings*

The school occupies three houses, the residence on School Place, the school house and the Irving Street House on Irving street. The residence, with its large and attractive rooms, is admirably suited to its purpose. The situation affords an unusual amount of sunlight and air, and a pleasant outlook from all its windows. The school house has sunny, well-lighted and well-ventilated class rooms, laboratory and study rooms. This arrangement of school house separate from the residence materially enlarges the facilities of the school, both for resident and day pupils, and affords unusual opportunities for school work and home life.

The school is thoroughly homelike in its atmosphere, and strives to avoid the disadvantages of institutional life.

It limits the number of its resident pupils, realizing that when there are great numbers the institutional spirit must prevail.

The Irving Street House has class rooms for Household Economics, with laboratory kitchen, dining room, and other rooms arranged as in an apartment. It also has class rooms for music for the younger pupils. Here also a number of the faculty have an attractive and pleasant home.

The buildings occupy but one side of the large grounds which the property includes. The rest of the grounds, given over to purposes of recreation, is fenced, and beautiful old trees shade the lawn. Here is afforded an ample and delightful play place.



EAST ENTRANCE OF THE SMEAD SCHOOL

## FACULTY

## PRINCIPALS

ROSE ANDERSON  
ELSIE GRACE ANDERSON

## TEACHERS FOR 1924-1925

ROSE ANDERSON	Greek and Latin
A. B. University of Michigan.	
ELSIE GRACE ANDERSON	Montessori School
University of Michigan.	
University of Virginia (Summer School.)	
Graduate of Dr. Montessori's Training	
School for Teachers, Rome, Italy.	
MARIE R. PETIT	French
Couvent des Oiseaux, Paris.	
Pupil of Professor Claude Petit, A. B., B. L.,	
Sorbonne, Paris.	
SARAH LOUISE GROSE	English and History
A. B. Vassar.	
A. M. University of California.	
MATTIE K. GERBERISH	Science and Mathematics
A. B. Holyoke.	
Columbia University.	
MARY WILLING MEGLEY	Appreciation of Music,
Pupil of Louis Mathias	Chorus, Piano
and S. D. Cushing.	

SARAH LOUISE DITTENHAVER  
Mus. B. Oberlin Conservatory of Music.  
Certificate in School Music  
Oberlin Conservatory of Music.

## Music Education, Piano

CARRIE M. THORPE  
Columbia (Summer School).  
  
BERNICE EMMA SAYLER  
Ypsilanti Normal Training College  
University of Michigan.

### Intermediate Department

LUCY E. COOKE  
Montessori Training School, New York.

## Montessori School

MILDRED E. SARTELLE  
Massachusetts Normal Art School.  
Pennsylvania Academy of Fine Arts.  
Study in France, Italy and Spain.

## Art Education

MILDRED C. BARTON  
B. S. Simmons College.

## Household Economics

LYDIA A. NELSON  
A. B. Syracuse University.  
Wellesley College, Department of Hygiene.

"Education is the all-sided developement of the individual physical, mental, and moral."

The formation of character and not the mere acquisition of knowledge is the chief purpose of the school. The home and the school should pursue this purpose in close co-operation with each other. Neither can do separately all that should be done for the child, since each has opportunities peculiarly its own.

It is the aim of the school to offer good courses under skilled teachers and by individual attention to lay the foundation of real education. The Principals desire to keep the pupils happy in their work, and simple and hearty in their recreation; to give them, both in and out of school, interests and pleasures suitable for young girls; to inspire courtesy and respect; in other words, to help make right conditions for an all-sided development.

All the work of the school is under the supervision of the Misses Anderson. Attendance at the afternoon study hour—from two till three o'clock—is obligatory for pupils of the advanced primary, the intermediate classes, and the first year high school. The pupils of the high school are expected to devote from two to four hours to home study. Parents are earnestly requested to co-operate in the efforts to maintain punctual attendance and regular hours for home study. Unless pupils devote the designated time to home study and are regular in attendance, the best instruction is ineffectual and, as a consequence, a student will fall below the required average of the school.

Written excuses for absence, tardiness, or early dismissal from school are required. In case of illness or other good cause, excuses from recitation will be granted. But in case of absence for a week or more, the school may ask that a pupil make up work with a tutor at the expense of the parent. Any interruption of routine work is detrimental to a student.

Fundamental  
Purpose of  
the School

Aim of the  
School



A PORTION OF THE HALL

The Misses Anderson will not hold themselves responsible for the satisfactory progress of such students as fail to comply with these requirements.

The school dress for all grades is expected to be simple. The school dress for girls above the seventh grade may be chosen from the following: Dark blue or white Peter Thompson; middy blouse with dark blue or white skirt; simple one-piece dress or jumper in blue or white. The materials may be heavy cotton, linen, wool jersey or serge. A heavy wool sweater in dark blue is required for play or exercise in cold weather. Shoes with low broad heels are also required. No jewelry may be worn except—a necessary pin, and a wrist watch.

*Dress*

We ask that parents and pupils co-operate with the Principals in care of the health. Rubbers should be worn in wet weather. For the first few days of a cold, or until the sneezing and blowing period is over, pupils may not be in school.

*Health*

## MUSIC

That music is a great factor in education has come to be acknowledged by the most thoughtful educators. In common with drawing it "is an important feature in the outfit of every human being who means to be cultivated, efficient and happy," says Charles W. Eliot, Harvard's former president.

Belief in this idea led to the introduction of the systematic study of music, giving to it the same importance as to other subjects. A course in music has been formulated which includes all pupils of the school from the youngest to the oldest.

The recognition of the educational value of music by colleges both East and West, enables pupils to give to it the requisite amount of time for intelligent systematic and thorough study, and to receive graduation credits for their earnest work in this as well as in all other subjects.

Courses in Appreciation of Music are offered. The courses deal with history of music, musical form and the great composers. The aim is to make the girls appreciative, intelligent listeners, knowing and enjoying the world's music as one knows history, literature and art.

Detailed study has been given to the Opera, the Oratorio, and the Symphony including the instruments of the orchestra.

The singing of folk songs, chorales, rounds and art songs has an important place in the class work of all ages and special attention is paid to beauty of tone, clear enunciation, and to cultivating a keen sense of rhythm. Besides the singing, there are lessons in listening to music. The students learn to recognize rhythmic figures and themes, the general form and style of the compositions of the great composers.

Private work is offered in piano both for beginners and for advanced pupils.

## ART EDUCATION

Art education in the school is planned for all the pupils rather than for the talents of a few. We assume that all can learn to draw as others assume that all can write and cipher. True eyes and skillful hands must count for much toward industrial efficiency as well as aesthetic appreciation.

The aim of this work is to train the pupils in the principles of drawing and composition; in the appreciation and use of color; in design and its adaptation, and in the expression of each one's knowledge and individuality.

An important feature of the work is the museum research. By museum research is meant the careful study of art materials wherever found, whether in museums or in private collections. This is the laboratory where the pupils read and analyze the thoughts in lines, shapes and colors that human minds have thought. Thus unconsciously they are influenced by good examples of art. For such study the Toledo Museum of Art has been used whenever possible. The school owns many fine textiles, prints, rugs and embroideries. A study of the beautiful architectural details of the school residence offers rare examples of beauty in line and proportion.

At present we are able to offer work in clay modeling and sculpture since we have a teacher finely trained in this side of art expression whose productions won for her the Tiffany Scholarship.

## PHYSICAL EDUCATION

The school has a physical director who is in charge of all that relates to the physical upbuilding of the girls. Most of the work is out of doors in what may be termed our "out-door-gymnasium" to which the Principals have been devoting a good deal of thought for the last few years. It is our belief that since studying is done indoors, as much time as can be should be spent in the open air.

We have facilities for much out-door gymnastic work and games during the whole year. The work is graded, systematic and progressive emphasis is laid upon games and sports. A cement tennis court and ample yard, give opportunity not only for tennis nearly all the year, but for basketball, newcomb, hockey, archery and other games and sports. The afternoon period from three to four will be used every day and each group will be taken care of. Morning time is also used.

The work of the year culminates in Field Day the third Saturday in May.

An Athletic Association has been formed which admits to membership all girls of the upper school.

All work is carefully supervised, and a record is kept of the condition and development of each girl that improvement may be noted.

## HOUSEHOLD ECONOMICS

It is the plan of this department to take up all that pertains to home making and to study the principles that underlie it as well as to acquire the art, so far as time permits.

The lower floor of the Irving Street house is arranged as an apartment with laboratory kitchen, dining room, bath room, bed room and reception hall. The girls learn not only cooking and sewing, but the general care of the house, bed-making, dusting, cleaning, care of bath room and sanitation. Note books are kept and reports on special topics are required.

The classes in cooking are limited to four and five. When the proficiency of the class permits the serving of meals, guests are invited and the members of the class in turn become cook, waitress, hostess or guest.

## ORGANIZATION

The school is graded in accordance with a system that recognizes the individuality of the pupil as well as the advantage of organization into grades. This plan enables the ambitious students to make rapid progress, while slower ones are given additional attention. The classes are never so large that the teacher cannot learn the needs of each pupil.

The work is conducted largely according to the departmental plan. Different subjects are taught throughout the grades by teachers especially prepared to teach them.

The pupils have a "home" room in charge of a teacher who has their welfare at heart and to whom they are responsible, but they also have the advantage of reciting in various rooms and of coming into contact with the other teachers of the school. This plan paves the way for a pupil to adjust herself with greater success and greater ease to the work of the high school.

There are four departments in the school:

Montessori,	Intermediate,
Primary,	High School.

### THE MONTESSORI DEPARTMENT

The opening of the Montessori department in the fall of 1913 made provision for children from three to six, or younger.

The work of this department is based upon the now fully acknowledged importance of proper conditions and thoughtful guidance during that most sensitive and plastic period of life when the child is awakening in mind and seeking the use and mastery of body and senses.

This method primarily changes the function of the teacher from that of a rigid disciplinarian, forcing into a common mould the mass of unformed life about her, and makes of her an acute and reverent observer of each child so that she may aid and encourage the unfolding and development necessary and peculiar to each individual. It is based on the idea that *while an outside force may form and fashion the inanimate material to its arbitrary fancy, the human spiritual material can come into its fulfilment only by a force from within—that is, by self-development.*

From this arises the right and necessity of a child to a liberty of thought and action almost unchallenged. By its own repeated experiences, the child gains a realization and respect for the one law governing society,—that each member may do whatever he chooses to do *in so far as that is not harmful in itself, or does not interfere with the equal rights of those around him.* This at once sets the limits of the teacher's authority in the duty to check in the child whatever annoys or offends others or tends to establish rough or ill-bred habits in the child itself.

The aims and results of the training of the Montessori method are not to produce the abnormal type, the child genius, but by the rational distribution of the burdens of growth, to maintain the normal, healthy, natural child and make him at every stage a self-originating, self-accomplishing, self-reliant, full rounded being.

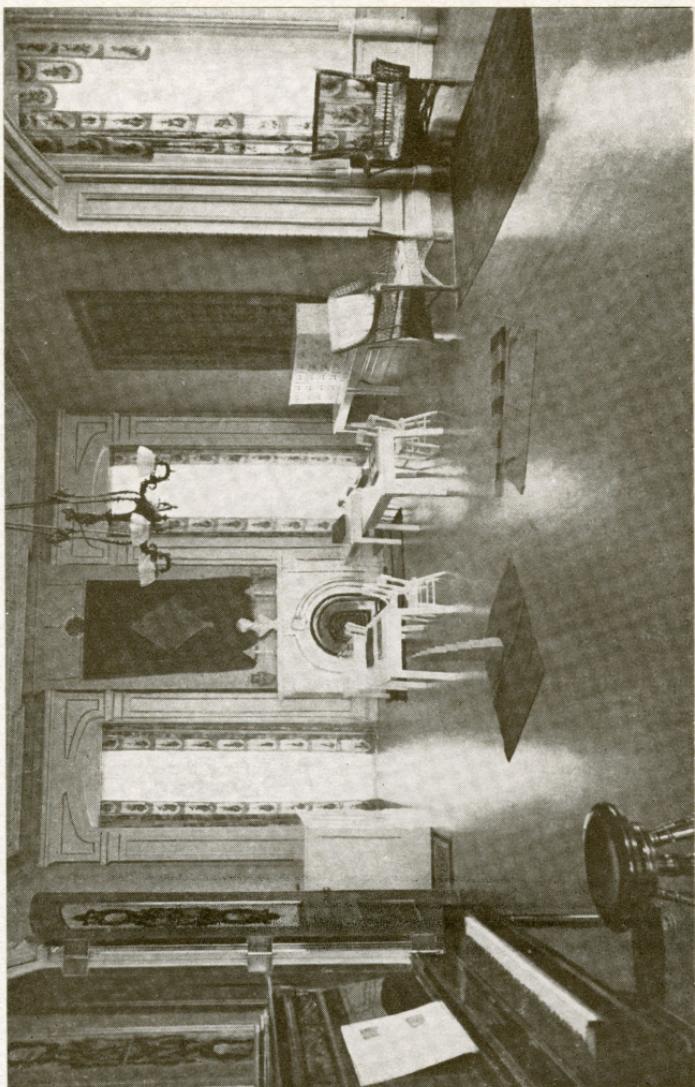
We have carried on this work in the belief that this method of work best enables one to bring about the above results, and the years have justified this way of teaching little children.

*The Basic Ideas*

*Liberty  
Not  
License*

*Aim  
of  
Work*

THE MONTESSORI ROOM



## THE PRIMARY DEPARTMENT

The aim of this department is to lay the foundation for careful, accurate work, and to train the mind in simple processes of reasoning. The child who enters at six years of age will require from three to four years for the work, but when a pupil shows exceptional ability, the time may be shortened. In addition to the usual primary studies, instruction is given in French, drawing and music. Much poetry is memorized and written, partly for the sake of spelling and form, but chiefly to cultivate fine taste for the beautiful in language and thought, and to guide the child's imagination, at a time when it is peculiarly sensitive to these influences.

## THE INTERMEDIATE DEPARTMENT

In this department the elementary branches are completed, and French, drawing, and music are continued. Old methods of proved value are combined with new and progressive ideas in instruction. Earnest effort is made to train pupils in habits of self-reliant study and concentration. To this end the study is carefully supervised, use being made of the study-recitation plan, whereby the pupils learn how to study. By this means, listless study is avoided and good results in work and interest are secured.

In this department also much fine poetry is learned for the same reasons as in the primary. The English work of these grades (IV., V., VI., VII.) centers around the mythology and history of the Greeks in the Fourth and Fifth Grades, in the Sixth and Seventh Grades, around Roman mythology and history, medieval history, Norse mythology, and English history. This gives an unusually good background for later study in English, history, and art.

## HIGH SCHOOL DEPARTMENT

This department offers two courses of study, the College Preparatory, and the Elective. In the first year, pupils choose the College Preparatory or the Elective course. Sixteen units selected from the following subjects are required for graduation—one subject pursued for one year with five recitations per week counts as a unit.

The College Preparatory course is arranged to meet the requirements of the leading colleges. The school is on the list of schools accredited by the North Central Association of Colleges and Preparatory Schools, and is also a member of this Association, and it also holds the certificate right to various colleges. Since 1919, Mount Holyoke, Smith, Vassar, Wellesley, and Wells have required examinations either by the "Old Plan" or by the "New Plan." The requirement of this course is higher than that in the Elective course: No pupil will be given a college certificate nor recommended for the examinations of the College Entrance Examination Board who has not made an average of ninety per cent in all subjects in the Junior and Senior years.

Girls who wish to study piano or art in addition to their college preparatory work should take five years for the course.

The Elective course is planned for those pupils who do not intend to enter college, but who wish to work along special lines of study. Certain courses are required, others are elective.

## UNITS REQUIRED FOR GRADUATION

### COLLEGE PREPARATORY COURSE

Latin, 4 units
French, 3 units
English, 3 units
Mathematics, 3 units
Ancient History, 1 unit
Physics, 1 unit
Appreciation of Music, 1 unit
Total, 16 units

### ELECTIVE COURSE

Latin, 2, 3 or 4 units
French, 3 or 4 units
English, 3 or 4 units
Mathematics, 2 or 3 units
History, 1 or 2 units
Physics, 1 unit, or
Music, 1 or 2 units, or
Drawing, 1 unit
Total selected, 16 units

### LATIN

First year.—Elements of Latin, D'Ooge.

Second year.—Caesar, four books; Prose, D'Ooge, Part I; sight reading; Bennett Grammar.

Third year—Cicero, six orations including the Manilian Law; Prose, D'Ooge, Part II, sight reading.

Fourth year.—Vergil, six books; Prose, D'Ooge, Senior Review; sight reading.

### GREEK

First year.—First lessons, Pattengill, or Ball; Grammar, Hadley-Allen.

Second year.—Anabasis, four books; Prose, Pearson, Parts I and II; sight reading.

Third year.—Iliad, three books; Prose, Pearson, Part III; sight reading.

## FRENCH

First year.—Careful drill in pronunciation and the rudiments of grammar with abundant easy exercises; the reading of from 100 to 150 pages of graduated texts; French composition begun.

Second year.—The reading of from 250 to 400 duodecimo pages of easy modern prose in the form of stories, plays and historical or biographical sketches.

Third year.—The reading of from 400 to 500 pages of prose and poetry, lyric and dramatic.

Fourth year.—Additional reading for advanced students.

Writing French from dictation, grammar drill, memorizing and French composition form a part of each year's work, and after the first year French is the language of the class room.

## ENGLISH

It is believed that whatever else may be omitted, the study of English is of the first importance in a girl's education. Every girl in the school is expected to do some work in English.

First year.—Composition and Rhetoric, Tanner; Themes and systematic study of synonyms; Reading and practice with emphasis on narration and description. Reports on outside reading.

Second year.—Composition and Rhetoric, Tanner, continued; Themes and synonyms; Reading and practice with emphasis on exposition, poetry, and the drama. Reports on outside reading.

Third year.—Outlines of English literature; outlines of American literature; Themes. The entire work is correlated with English history and American history.

Fourth year.—Composition and Rhetoric Genung and Hanson; Grammar reviews; Study and practice with emphasis upon argumentation. Reports on outside reading.

A note book is kept in connection with the work of each year.

Bible study forms a part of the daily school routine in all grades.

## MATHEMATICS

First year.—Algebra as far as Powers and Roots, Wentworth and Smith.

Second year.—Algebra completed and reviewed, Wentworth and Smith.

Fourth year.—Geometry, Wentworth and Smith; Algebra Review.

## SCIENCE

Physics, Henderson; Chute's laboratory manual; forty laboratory experiments.

## HYGIENE

General Hygiene Revised, Overton.

## HISTORY

Third year.—Ancient history; Greece, Rome, Webster; note book, maps, abstracts, collateral reading, reports.

Fourth year.—American history. McLaughlin or Muzzy; note book, maps, abstracts, collateral reading, reports

## MUSIC

Chorus.

The Appreciation of Music.

## ART EDUCATION

Design Course.—Principles of Pure Design; Order, Harmony, Balance, Rhythm.

The practice of design aims to develop in the student of drawing, the theory of design and color, and the application of these principles in a practical way to all forms.

The work in drawing is in free hand pencil and brush with a systematic study. This helps to make the student familiar with objects in the decorative arts.

Sculpture; Clay modeling.

## DOMESTIC SCIENCE

Cooking.—Study of food principles, and preparation of food in the laboratory kitchen, and serving of simple meals. Household Science and Arts, Morris.

Sewing.—Fundamentals and hand work, practice in patching, darning, seams, etc., machine drill, making of simple garments.



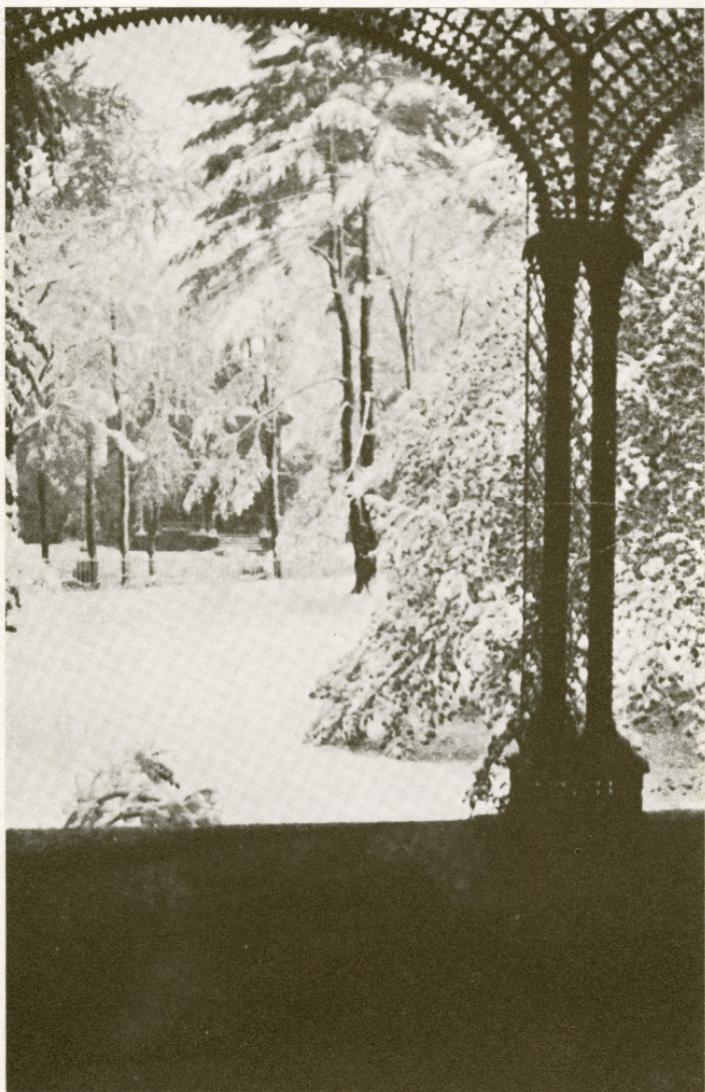
## THE OUT-DOOR PLAYS

The School has always given throughout the various grades opportunity for self-expression and the interpretation of literature through dramatic presentation.

All departments and all subjects have contributed—the rhythmic work, the dancing, the singing, the music, art and design, the study of diction and the drama in the English, the French, and the Latin.

In May, 1914, on Founders' Day, Pomander Walk was given as the first of the out-door plays; in 1915 Pandora's Box, a masque based upon Hawthorne's tales; in 1916, *Les Romanesques* by Edmond Rostand was presented; in 1917 a chorus made up of the entire school sang "The Walrus and the Carpenter;" in 1918 The Elf Child was given by the younger children.

For the closing entertainment of the school in 1917 an out-door play, "The Dawn," by Lucine Finch, was given by the Senior Class in June; and in June 1918 the Senior Class presented "Wooings and Witches," by Lucine Finch. In 1919 "Everyman". 1920 "A Dramatic Pantomime". 1921 "The Land of Hearts Desire." 1922 "The Blessed Damozel." 1923 "Wooing and Witches." 1924 "The Blue Bird." These plays were under the personal direction of Miss Finch.



## HOME DEPARTMENT

The Misses Anderson will receive a limited number of resident pupils into their family. A careful oversight will be given of the health and work of the girls, and they, as well as their parents, are expected to cooperate heartily in securing the best results. As much freedom as, in the judgment of the principals, seems wise and safe will be given. But girls away from home must necessarily live under certain regulations not required at home. A girl may not go about unless by permission and with proper chaperonage.

It is not expected that girls, even when living near Toledo, will go home more than once or twice a semester, except at the regular vacations. House pupils may accept an invitation in town once a month, provided it be in the day time and to a home. No evening invitations may be accepted, but good lectures, concerts, and plays may be attended. Requests for these privileges will be given and accepted through the Principals only.

A reasonable charge will be made for special or unusual chaperonage, and for careless breakage or injury to furniture or buildings.

Boxes of candy and food may not be received.

It is requested that a girl's needs be fully supplied before entering, so that dressmaking and shopping visits and trips of like nature be avoided. Time will be provided for the buying of little necessities.

It is the desire of the Principals to provide a happy home life for those entering. If there is any cause for complaint it is asked that it be brought directly to the Principals at once.

## SCHOLARSHIP

A scholarship to be known as the Smead School Scholarship will be awarded to the girl who in the judgment of the Principals shows exceptional school-spirit, loyalty, and a high standard of scholarship.

## HONORABLE MENTION

Honorable Mention is made each six weeks of pupils whose average scholarship is ninety per cent or above.

Honorable Mention is made each six weeks of pupils who have been neither absent nor tardy.

SCHEDULE OF RATES FOR 1924-1925

RESIDENT PUPILS

Board and Tuition . . . . .	\$900.00
Plain Laundry (15 pieces per week) . . . . .	36.00
Seat in Church . . . . .	15.00
Use of Piano . . . . .	18.00
Advanced music at teacher's price.	

DAY PUPILS

PER ANNUM

Montessori . . . . .	\$100.00
Grades I and II . . . . .	150.00
Grades III, IV, V . . . . .	200.00
Grades VI, VII, VIII . . . . .	250.00
High School Department . . . . .	275.00
Diploma Fee . . . . .	10.00
Domestic Science . . . . .	15.00
Drawing (above 1st year H. S.) . . . . .	15.00

LUNCH

The charge for lunch at School is \$4.00 a week. This also permits a pupil to remain until three o'clock. But since only a limited number can be accommodated, places will be reserved for the year only and no deduction will be made except for prolonged illness. A separate blank for place at lunch is provided, which may be had on application.

All bills are due and are payable half-yearly in advance, October and February.

Pupils will be received into the school for the full year only, unless special arrangements are made at the time of entrance. No deductions will be made for absence except in cases of prolonged illness, when the loss will be shared with the parents.

THE SMEAD SCHOOL ASSOCIATION  
OFFICERS FOR 1924-1926

**HONORARY PRESIDENT—**

Mrs. Mary E. Smead Marcy

**PRESIDENT—**

Miss Rose Anderson

**VICE-PRESIDENTS—**

Mrs. J. H. Frambach  
Mrs. Clifford T. Hanson  
Mrs. Livingston L. Frost  
Mrs. Austin R. Waite

**RECORDING SECRETARY—**

Mrs. Lewis P. Kinsey

**CORRESPONDING SECRETARY AND TREASURER—**

Miss Carrie M. Thorpe







PRESS OF  
THE TOLEDO AIRCRAFT CO.  
129 ERIE STREET